

January 2013

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Integrated Strategy Newsletter

Professional Growth and Effectiveness Winter Summits and Upcoming Events

PGES Winter Summits

The Kentucky Department of Education, working with its education partners, will be hosting a series of winter summits for districts to obtain information and start making plans for the Professional Growth and Effectiveness System (PGES).

Each district is encouraged to send a team of four to six instructional leader representatives to the summits; this team might consist of one or two teachers, one or two principals, the certified personnel evaluation point of contact and the superintendent.

At the summit, the group will gather information to:

- create a district plan for communicating the PGES to its stakeholders
- build capacity to implement the PGES pilot in 2013-2014
- scale the work for full district implementation by 2014-2015

The schedule for the summits is:

Feb. 4 – Ashland, KEDC

Feb. 5 – Bowling Green, Corvette Museum

Feb. 6 – Kentucky Dam Village

Feb. 11 – Lexington, Fayette County Extension Office

Feb. 13 – Louisville, University Club, U of L

Feb. 12 – Somerset, Center for Rural Development

To register, go to [this site](#). Each attendee must complete a registration form. The meetings will be from 9-4 local time with a break for lunch (on your own).

LDC/MDC Leads Training Dates

The schedule for the remainder of the school year for LDC/MDC lead trainings is:

Feb. 7-8 Lexington

April 11-12 Lexington

In addition to these dates, the LDC trainers are available for site visits, and they have scheduled three teacher institutes between February and April (see page 5 for dates, topics and locations).



Participants at the December LDC training participate in a “Give One, Get One” activity to share and get ideas for instructional ladder strategies.

Inside an Integration District: Jessamine County



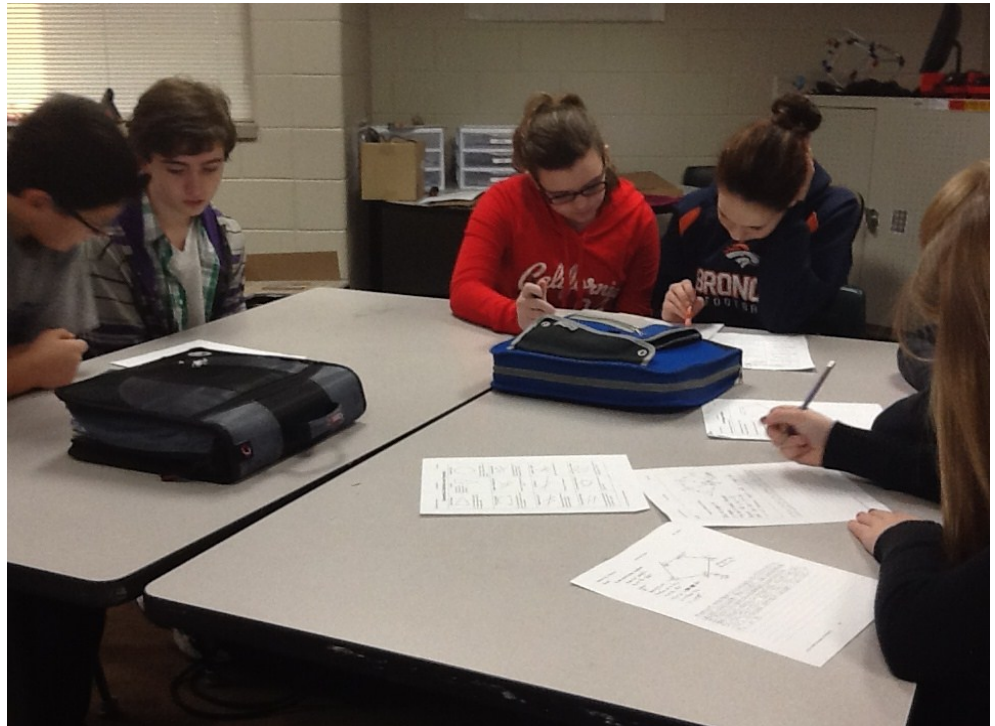
Jessamine County began its third year of Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) work this year. Teacher leaders for LDC and MDC decided to focus on two priority goals for the 2012-2013 school year after analyzing their progress at the end of the 2011-2012 school year in collaboration with Rebecca Woosley, their effectiveness coach, and Paige Stevens, their instructional coordinator. The first goal, extending their teacher capacity base, is an expansion and continuation of a fundamental goal they have had since the beginning of their Gates-funded work. They expect that the other goal, improving the quality of teacher practices using the LDC and MDC instructional approaches and tools, will potentially have a measurable impact on teacher effectiveness and student learning.

The district's MDC and LDC experienced teacher-coaches support the goal of strengthening and extending teacher capacity in their content areas and/or grade levels, as all English/language arts, social studies and science teachers implement LDC and MDC in Jessamine County's high schools and middle schools. In addition to the teacher leaders trained through the Continuation and Integration grants, middle and high school teachers participating in the State Leadership Networks help make up Jessamine County's "in house" cadre of coaches supporting the work with these research-based instructional tools.

This cadre of teacher-coaches meets for a half-day monthly with their effectiveness coach to partner in the work of meeting their MDC and LDC goals. The monthly meetings provide these coaches an opportunity to network across schools and content areas, share best practices, collaboratively problem-solve, create a plan for support of LDC/MDC work on district early release days and share how they meet day-to-day coaching challenges. As the cadre of coaches provides support for their peers, they strengthen and extend capacity teacher-to-teacher.

To accomplish their goal of improving the quality of modules, and, as a result, teacher practice, the LDC teacher-coaches focus on collaboratively developed modules, one per semester in the high school required courses and one per content area and/or grade level in the middle schools. The coaches guide teacher teams and provide formative feedback as the teams collaboratively develop modules. West Jessamine High School science teacher-coach Adam Lowe explained how he guided the teachers he coaches to recognize the characteristics of quality tasks so they could apply them to their first-semester modules. Adam indicated that the team then analyzed the instructional ladders in strong, sample modules, and incorporated those strategies into the modules they were developing. Finally, he led his whole department in the process of collaboratively jurying their modules to help them identify areas of need for revision. His coaching model is an example of the process being used by many teacher-coaches in the secondary schools across the district. Ultimately, teachers in each content area will determine where those modules will be placed in the curriculum, and all teachers will have access to these quality instructional modules.

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Students in Andrea O'Bryans' Geometry class collaborating during a formative assessment lesson.

Spotlight (continued from page 2)

As they work to meet the goal of improving the quality of teacher practice, the MDC teacher-coaches focus their leadership on the five strategies of formative assessment that are fundamental to effective instruction. Each month as they spotlight a different strategy, they actively help each other decide how to help teachers overcome challenges and implement formative assessment lessons with fidelity. Through PLCs and teacher-to-teacher coaching, the teacher-coaches maintain a continuous focus on helping teachers see the value of applying those five fundamental strategies in daily lessons, not just when they are enacting formative assessment lessons.

The collaboration of the MDC teacher-coaches across schools is a testimony to the effectiveness of their capacity-building. With several new math teachers in the schools this year, and the need to build capacity in their middle schools, the cadre of MDC coaches regularly plan how they will “trade” support, inviting new teachers across the district to observe lessons and arranging for substitutes so coaches can help new teachers successfully enact their first formative assessment lessons. The energy and commitment of this cadre of MDC coaches is contagious, and they frequently comment that this instructional approach is here to stay.

Part of sustaining the LDC and MDC instructional approaches means that new teachers to the district need the “basic training” fundamental to this work, so Jessamine County facilitated that through separate one-day LDC and MDC new teacher workshops at the beginning of the school year. When asked what their take-aways were from the workshop, one teacher wrote, “The LDC process will help students (and teachers) develop a thinking process. That

process will help students become thinking adults.” Another teacher wrote, “Student-led learning is the focus of these modules. The instructional ladder will really help me stay organized and will also help me build scaffolding directly into my lessons.”

Meghan Banks, from West Jessamine High School, and Michelle Honeycutt, from East Jessamine High School, skillfully led the MDC new teacher workshop. At the end of that day one teacher described her take-away from the training. “I realize now that I need to give students time to think and process, because those life skills are as important as the content.” Another teacher shared, “What I learned about MDC strategies will help me give my students the opportunity for a productive struggle and it will give me the strength to *allow* that struggle – without jumping in.” Finally, one more teacher reflected, “MDC is not just a set of lessons to

teach, but it is a way to structure instruction in the classroom. There will be struggle; that is natural and beneficial for students – and for the teacher too.”

Jessamine County’s MDC and LDC work is still on-going, supported by district leaders and led by teachers who contribute to the impact it is having on teacher practice and student learning.

For resources on LDC and MDC, visit [this page](#). For resources on the Professional Growth and Effectiveness System, visit [this page](#).

To share ideas and strategies, contact your fellow district project managers:

Daviess Co. — Jana Beth Francis

Fleming Co. — Joy Gooding

Gallatin Co. — Dorothy Perkins

Jackson Ind. — Susan Watts

Jefferson Co. —Karen Branham

Jessamine Co. — Paige Stevens

Kenton Co. — Barb Martin

Lee Co. — Connie Smith

Magoffin Co. — Bernadette Carpenter

Owen Co. — Carol Horn

Simpson Co. — Shelina Smith

Washington Co. — Cherry Boyles

Integrated Strategy Newsletter



“The CCSS provide an opportunity to develop and leverage high-quality teacher training and professional development programs. With a common set of standards, each state need not create its own preparation and professional development programs from scratch.”

P. 11 of 12 for 2012:
Issues to Move Education Forward in 2012. Jan 2012.

Helpful Resources

The KDE [Literacy Link](#) Newsletter [Mathematics Design Collaborative](#)

[iTunesU](#)

[Literacy Design Collaborative](#)

[Professional Growth and Effectiveness System](#)

[Leadership Networks](#)

[Literacy Central](#)

[Common Core – Steal These Tools](#)



Integration and Continuation Sites December Convening

On Dec. 7, leadership from the Gates Foundation-funded sites implementing LDC and/or MDC tools and other partners met in Lexington to discuss our work and next steps. The attendees rotated through a series of roundtable discussions focused on a question, and after each round, a spokesperson for the table shared a summary of the group’s discussion.

The first question focused on *how well we are engaging principals in the work, and what can we be doing better?* Some districts shared that their principals participate in the school’s LDC/MDC training, and those who also are in the field test for the Professional Growth and Effectiveness System have implemented various strategies for connecting the LDC/MDC work to the Danielson Framework and to the system. Most agreed that principals need more support and professional development to support teachers in implementation of the Kentucky Core Academic Standards.

The second roundtable question was *how will we sustain our efforts without external funding?* The tables reported that, overall, they did not see this as a funding challenge but as a commitment to support through time, resources, planning and professional learning. This might mean looking at the structure of the school day to allow for collaboration, team planning and reflection, as well as time for teachers to observe each other’s classrooms and to learn from each other.

The last question focused on *what are our best practices for spreading our efforts to other schools?* Some focused on sharing district scaling plans – how teachers in a school are working with others either within or among schools. Others discussed online professional learning and collaboration. Most felt a need for more opportunities for teachers to share what they are doing and how it has informed their instructional planning and practices, and the need for developing critical mass, especially in content areas such as social studies and science. Leveraging teacher voices to share successes, examples and challenges also was shared as a key strategy for spreading the efforts underway.

The Prichard Committee plans to host another convening, perhaps in April.



Effectiveness coach Wayne Stevens shares his group's response to a question posed at the December convening of the Integration and Continuation grant sites.

LDC Teacher Institutes

Teachers have the opportunity to participate in regional institutes at three locations offered this semester. These Saturday sessions are optional, but districts are encouraged to use grant funds to support teacher stipends to participate in this professional learning opportunity. The strands for the sessions are:

Brand new to LDC
Writing an LDC Module
Honing in on Mini-tasks and on High Leverage Instructional Strategies
Engaging Students in Rich Conversations as a Transition to Writing

Session dates (all sessions are from 9-4 Eastern) and locations:

Feb. 9 Lexington, Locust Trace AgriScience Farm, Leestown Rd.

March 16 Richmond, Community Christian Church, 230 Boggs Lane

April 13 Elizabethtown, John Hardin High School, 384 W. A. Jenkins Rd.

Please contact christopher.wood@education.ky.gov to register.



Integrated Strategy Team



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Integrated Strategy Districts



Daviess County

Kenton County

Fleming County

Lee County

Gallatin County

Magoffin County

Jackson Independent

Owen County

Jefferson County

Simpson County

Jessamine County

Washington County